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Convention Report Number

Journal of EDUCATION

BOSTON, MASS.
Vol. CVII, No. 11

March 12, 1928

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Boston Tea Party

THE *real tea* of the week was the Boston Tea Party of the Journal of Education, which was served to more than three thousand persons from "three to five" on Monday, Tuesday, and Wednesday. The hostesses were: Mrs. Bianca Morehead, Isobel R. Lay, Ernestine Noa, Grace A. Briggs, Mrs. A. W. Belding, Mrs. Joseph B. Egan, Mildred Winship, Catherine Giles, Never has the Journal of Education met so many friends face to face with a "handclasp" as at its booth in the "Exhibit" at the Boston meeting.

Malcolm and Wolcott

FOR the first time in forty-two years the editor of the Journal of Education left the general report of a meeting for others to prepare. There were two reasons for this: First, he had so many speaking engagements that he could not give heed to programs. Second, we had to have copy in the printers' hands on Saturday, March 3.

The personals are by the editor-in-chief as always.

David J. Malcolm, Charlemont, has helped to report meetings several times, so that his report of the Boston meeting is being used without the change of a word.

Mr. Malcolm is a district superintendent in Western Massachusetts, and writes a special article for the Sunday Springfield Republican. He is a graduate of Harvard University; is the author of "Letters of a County Superintendent" (Benjamin H. Sanborn Company), one of the best books we have seen on rural schools.

J. G. Wolcott, Lowell, Massachusetts, who has culled "High Spots" from the addresses, has recently had a study of the achievements of Dr. Payson Smith and M. E. Fitzgerald in this magazine, and he gives us, in this report number, many significant paragraphs from the addresses at the Boston meeting.

A New Million

RANDALL J. CONDON, Leonard P. Ayres, Frank W. Ballou, Frank D. Boynton, and Charles H. Judd, committee on financing educational research, propose to raise a million dollars to make the research work independent of appropriations by the N. E. A.

Belding's Page

RESULTS ARE BEYOND ESTIMATE

THESE yearly gatherings of educators from all over the country are wonderfully effective in ironing out sectional differences and misunderstandings. The radio, the press, the movies, the telephone and telegraph, the airplane, the automobile, the railroads—all these promote the same end of unification by cutting distance. But after all, there is no way we can get together so well as by getting together—actually and in person.

Any conference which brings people from distant parts together is necessarily educational in its effects. Visitors found in Boston things to admire and things to criticise. But those who had never seen the city before learned a bit about its people, its buildings and institutions, its historic backgrounds and present attainments.

All that has been said above could be said of almost any conference of nation-wide extent that might meet in Boston. The congress of the Department of Superintendence of the National Education Association came with a distinctly educational purpose and program. It brought an amazing array of speakers, nearly all of them able to contribute authoritative, helpful material for the leaders of American education to think about and to put into practice. The aggregate results of one big meeting such as this has been are beyond any individual's power to estimate. The boys and girls of America will be the ones to benefit eventually from the ideas and the inspiration given forth here from many platforms.

Every one in attendance at the educational conclave must have been convinced that it is a wonderful privilege to be identified with the mighty work of helping to evolve a better civilization, through the one institution which extends its influence to the whole membership of the rising generation of Americans.

TWO POINTS OF KINDNESS

EVERY local resident who chanced to be jealous of the fair name of Boston was devoutly grateful to the weather man for supplying the finest quality of weather that could possibly be expected of him at this time of year. The latter part of February is apt to be about the worst time of the whole year, not in New England alone but in many other regions of the country.

We had, to be sure, a day or two of our very coldest variety at the outset. Folks from the South were heard to say they did not venture out of doors on Sunday. But then, they did not have to, unless their consciences constrained them to attend church. By the time the convention really started, the temperature was mild. The ground was clear of snow. Rain fell once—in the night. Once there was a flurry of snow, with sun shining simultaneously.

Yes, the weather behaved beautifully and Boston residents are proud of it. These things do make a difference in the impressions carried home by conventioners. Maybe they shouldn't, but they do. You feel somehow that you have been treated with greater consideration when the climate has acted well.

The one thing that strangers remarked most audibly was their inability to get Boston's streets straightened out. That is something Boston has been wanting to do for a long time. One thing Boston had done quite recently to reduce the difficulties heretofore encountered by visitors in going about the city was the erection of new street signs. This work has been going on for several months, and the job will continue for another year or more. The city fathers, as well as the weather man, thus evinced a kindly disposition toward the makers of this mighty pilgrimage.

A SEARCH FOR TRUTH

THE convention platforms were almost entirely free from faddists and extremists. Other conventions may have featured more addresses that challenged old theories or that defended the heritages of the past with ringing sentences. In this convention there was a manifest attempt to extract the best from whatever source it might have come. There was an effort to avoid the far swing of the pendulum and to catch it midway. You heard it in the references to intelligence testing—the truth that this procedure is less valuable than early enthusiasts assumed, and yet can be helpful in the task of adapting instruction to the individual. You noted this striving for proper estimates in the numerous utterances regarding the relations between principal and supervisor, and between supervisor and teacher. No one seemed to be desirous of putting anything over on anyone else, as to professional ranking. No one pretended to have found a panacea. Quackery had little place on the program, and where it appeared it was not met with favor.

It would be erroneous to say that there were no clashes of opinion. There were many sharp encounters. A conference would be tame and well nigh useless without these. The most basic difference was, of course, between the theoretical reseachers on the one hand and the practical administrators on the other. But speakers in each of these groups displayed unusual willingness to recognize the opposite viewpoint.

Anson W. Belding

Associate Editor.

The Boston Meeting

Observations Upon the Notable Meeting of the Department of Superintendence, National Education Association, February 25 to March 1

By A. E. WINSHIP

President Boynton

THE unanimous election of Francis D. Boynton, superintendent of Ithaca, is the most interesting feature of the Boston meeting. On February 22, 1925, he was an unknown quantity, nationally. At the close of William McAndrew's meeting in Cincinnati Mr. Boynton had been honored as no one else has ever been honored by the Department of Superintendence. By special vote of the Department the National Education Associa-

F. D. BOYNTON
President, Department of Superintendence

tion issued that address as a pamphlet for wide distribution. It disturbed the university traditionalists, but it gave him unprecedented opportunity to address state associations all over the country.

When an address at the Boston meeting on Monday surprised every one, Mr. Boynton was fully equipped to reply forcefully and skilfully. The Cincinnati address and the Boston response made him the representative champion of modern education, and his election to the presidency has the significance of serving notice on the traditionalists that the public school people dominate the educational situation in the public schools, and the day of scholastic, traditional domineerance has passed.

Governor and Mayor

NEVER has the Department of Superintendence had official attention comparable to that of Governor Fuller and Mayor Nichols. The Governor gave two elaborate banquets and a reception to all members of the Department and of the National Education Association. His address of welcome was simply superb. It was at a time when just such heartiness was needed. No professional public speaker could have met an occasion more artistically than did Governor Alvan T. Fuller. At the Saturday evening banquet to some two hundred prominent persons who were his guests he had five opportunities to speak skilfully, aside from his address as host, and no one could have met each occasion more gracefully than did he.

Mayor Nichols, in his welcome to the city, was in every way most happy in his message and in the cheerful delivery. He was the power behind the Superintendent of Schools and his devoted office force.

Payson Smith

MASSACHUSETTS has been eminently fortunate in her official state educational leaders, but never more so than in the present State Commissioner of Education, Dr. Payson Smith. None of his predecessors has had any such opportunity and responsibility as he has had in connection with this Boston meeting.

No one since Horace Mann has made a more brilliantly masterful statement of an educational situation, state and national, than was his presentation at the Governor's banquet, February 25. It was his leadership in the large ways that made the success of the meeting monumental. He arranged for the "extra-curricular" entertainment.

President Gwinn

NO OTHER president of the Department has had quite as many functions that required a distinct personality with each as had President Gwinn, because there has never been anything comparable to the variety of appeals to the members as there were in Boston. He had to function at six general sessions, at fourteen affiliated meetings, and at twenty breakfasts, luncheons, dinners, and banquets. We heard many of these addresses, and he was always in perfect form,

always adapting wit and wisdom to the special temper and temperament, quantity and quality of the occasion. He was an immense success.

Cornelia Adair, President

CORNELIA S. ADAIR of Richmond, Virginia, the first classroom teacher to be elected president of the National Education Association, appeared on more programs than any preceding president, man or woman, and none of the brilliant array of presidents has met the official responsibility more creditably than did she. With no attempt to be especially witty or wise she made nearly thirty different addresses, no two of them the same, and every address had a personality that was adapted to each occasion. The increase in membership in her administration promises to be greater than in any other administration, greater in life membership, and already there are great administrative achievements culminating from President Blair's administration that will make Miss Adair's administration famous for all time.

Shankland and Allan

FEW persons realize how much is involved in the arranging for such a meeting as this in Boston, culminating in matchless perfection of every detail in the only meeting, summer or winter, in sixty-nine years, with a high school teacher to appear on more than ten occasions, culminating in a closing session in which only six thousand could be accommodated where sixty thousand wanted tickets.

S. D. Shankland, the only executive secretary the reorganized department has ever had, a man who can make as good an address as anyone on the program, and meet every case in highly complex situations and never lose his head, never fail to think the right thing to do in every emergency, and do what should be done at once. There was nothing overdone or underdone from April 1 to March 1.

Harold A. Allan handles his responsibility as skilfully as though he had been created to be the running mate of Shankland. There were never as good arrangements for registration, never such a mixture of arrangements as at this meeting, and never were the exhibits as well presented, never such universal satisfaction as this year.

Interesting Life Membership

WE saw the first life membership of the National Education Association presented to a college president of New England on February 29. It was presented by the Board of Trustees of the University. Can you guess what university was the first in New England to think of this? There are thirty-seven colleges and universities in New England, and only one of these presidents is a life member of the National Education Association, and that president is Daniel L. Marsh of Boston University! Some people wonder at our enthusiasm over this university when we have never had any personal connection therewith. Is it any wonder that this university has the largest enrollment in New England; that its Teachers College enrollment went from 75 to 2,400 in the first ten years which end this year!

When Mrs. Everett O. Fisk, Ph.D., as a member of the Board of Trustees of the University, pinned that life membership badge on Dr. Marsh, there was a thrill of pride that this recognition was from the university that bears the name of Boston.

State Teachers' Colleges

DWIGHT B. WALDO, president of Michigan State Teachers College, Kalamazoo, as president of the National Association of State Teachers Colleges, had the largest meeting and the most complete program in the history of the Association: and Arthur C. Boyden of Bridgewater and J. A. Pitman of Salem arranged an excursion by automobile for 135 members of the Association to go to Plymouth on Sunday, then to Bridgewater for dinner at the Teachers College dining hall, a program on Horace Mann in the Horace Mann auditorium, and return by automobile to Boston. Nothing comparable to this has ever been suggested for this Association before. Its programs at Salem and in Boston were of high significance.

Holmes and Brewer

HARVARD University has reason to be proud of the part the Graduate School played in the Boston meeting. The week before the great meeting there were two highly important series of meetings. One was that of the State Teachers College Association, and the outstanding address at that meeting was that of Dr. Harry W. Holmes, dean of Graduate School of Education of Harvard. There was no better address by any one in the ten Convention days in Boston. His approach to his address was brilliantly clever. It scintillated with wholly new humor.

The other great pre-convention meeting was that of the National Vocational Association of which Professor John M. Brewer of the Graduate School of Education is by far the efficient leader, and he has been the promoter-in-chief for five years, especially in the department of Vocational Guidance.

Rotarians

NORMAN R. CROZIER, superintendent, Dallas, as president of the National Schoolmasters Rotarians, had one of the most distinguished meetings of almost one thousand men which has assembled in Boston. This is the first international organization that paved the way for schoolmen to be as prominent as any business and professional men, and the standing of the Rotarians, Kiwanians, Lions and kindred clubmen of America is largely due to the prominence of school men in these organizations.

M. G. Clark, superintendent, Sioux City, Iowa, succeeds Mr. Crozier as president of this organization.

Vocational Guidance

THE annual conference of the National Vocational Guidance Association, which was held in advance of the meeting of the superintendents, was the twentieth anniversary of Professor Parsons' work in Boston. There were 347 people registered, and these represented thirty-six states, Canada, New Zealand and Poland, over 250 of the registrations being outside Massachusetts. The Boston Vocational Guidance Department, under the directorship of Miss Susan J. Ginn, made a great success in preparing for the convention and carrying through the arrangements. There were three luncheon meetings devoted respectively to reports from branch organizations, the welfare of the Vocational Guidance Magazine, and guidance and counseling. The dinner meeting of 205 persons was devoted largely to a discussion of the history and progress of vocational guidance, with speeches by two pioneers in the work, Meyer Bloomfield and A. Lincoln Filene. In all there were sixty persons on the program, and an interesting feature was that every speech was limited to twenty minutes. Several visits to industrial and commercial establishments were arranged, and the teachers of vocational guidance to teachers, to the number of thirty, conferred at Harvard University. Section meetings were held on occupational research, counseling, placement, records, continuation school guidance, and exploratory courses.

The growth of vocational guidance was clearly brought out. There are seventy courses in colleges and universities in the field of vocational guidance. The National Association has twenty branch organizations, and the Vocational Guidance Magazine, issued eight times a year, is an effective organ of the Association. Officers for the following year are: Dr. Mary H. S. Hayes of New York, president; Professor William M. Proctor of Stanford University, vice-president; Miss Emma P. Cooley, New Orleans, secretary; Miss Bertha Shepard, Boston, treasurer.

JEREMIAH E. BURKE, superintendent of Boston, his associates and the entire city school board promoted the arrangements for the meeting without limit. There has never been more wholehearted devotion to the guests in any city.

MISS MARY McSKIMMON of Brookline, president of the N. E. A. in 1926, because of the famous service rendered to the Association as the first president to be given a year's relief from duty without loss of salary, in order to devote herself to the promotion of the interests of the Association, was greeted by a vast number of friends who appreciated her noble service.

J. PAUL FOSTER and the Boston Chamber of Commerce took entire charge of the material arrangements for the meeting, and the perfection of plans for hotel arrangements was due to Mr. Foster.

FRANCIS G. BLAIR, president of the N. E. A. in 1927, rendered larger service to the Association than has been rendered by any one president in the history of the N. E. A., though much of his achievement was incomplete until the meeting of the Board of Directors in Boston, so that much of the credit will go to Miss Adair's administration. It is due to his masterful grasp of the situation that the Board of Directors will hereafter have entire official charge of the interests of the Association.

KATE WOFFORD, superintendent, Laurens County, South Carolina, and member of the Board of Trustees of the N. E. A., had a remarkable program with County Superintendents Edward J. Tobin of Cook County, Illinois; George Howard, of Salisbury, South Carolina; E. S. Richardson, Minden, Louisiana; L. J. Berry, San Marcos, Texas; Ada York, San Diego, California; and Dr. Norman Frost of George Peabody College, Nashville.

ARTHUR H. CHAMBERLAIN, San Francisco, had chairmanship responsibility for re-creating the National Education Association because of the inability of Dr. Claxton to be present at the Boston meeting. No one is better informed as to the details of the proposed reorganization than is Mr. Chamberlain.

CAROLINE WOODRUFF, Castleton, Vermont, has magnified the achievements of administrative women, and their banquet in Boston had as brilliant a program, wholly by women, as any which the men presented on any occasion.

E. RUTH PYRTLE, Lincoln, Nebraska, in charge of the work of the Committee on Retirement Allowances, was deeply devoted to the interests of the teachers.

WILLIAM M. DAVIDSON, chairman of the Legislative committee of the National Education Association, presented the appeal for the "Federal Department of Education and Welfare" with a secretary in the President's Cabinet with consummate skill and brilliant forcefulness. No one else has approached the climax as he did in his address on Thursday afternoon. It was a masterful presentation of the magnitude of the school business of the United States. It was a noble appreciation of the Commissioners of Education from Henry Barnard, William T. Harris, and Elmer Ellsworth Brown to Philander P. Claxton and J. J. Tigert, leading up to a clean-cut statement of the present demand for as good a representative leader as the Secretary of War and Secretary of the Navy.

We somehow felt that Dr. Davidson had some extra personality because he has just been unanimously re-elected Superintendent of Pittsburgh for six years at a salary increased to $15,000.

WILLIAM McANDREW, who made the Cincinnati, 1925, meeting famous through his irresistible personality, was greeted most enthusiastically because of his recent professional experience. It is remarkable that a man with his limitless opportunity to speak should have such a captivating platform personality and use it both skilfully and artistically.

DR. RANDALL J. CONDON, president in 1927, past master in the art of entertaining and in helping others to do the right thing in the right way at the right time, was really in charge of Mrs. Lindbergh whenever Payson Smith was off duty as director of social functions.

WILLIAM F. RUSSELL, dean of Teachers College, Columbia University, reported encouraging progress in promoting goodwill and mutual helpfulness among the nations of the world. His new responsibilites do not minimize his devotion to international interests.

NEW ENGLAND SUPERINTENDENTS, under the expert guidance of Seth Howard Chace, executive secretary, had a brilliant breakfast with as brilliant an address by E. W. Butterfield, state superintendent of New Hampshire, as we heard in the eight days of the Boston meeting.

J. W. CRABTREE, secretary of the N. E. A., was little in evidence, but was behind every great achievement in Boston as he has been behind everything that has made the N. E. A. famous for ten years.

DR. SUSAN M. DORSEY, who was unanimously re-elected as superintendent of Los Angeles for four more years with her salary raised to $15,000, was honored whenever opportunity offered in any meeting.

FRANK W. WRIGHT, assistant Commissioner of Education of Massachusetts, as president of the Massachusetts Schoolmasters Club, had the most important meeting in its history, probably, on Saturday, February 25, with Dr. Charles H. Judd as the chief speaker, who made a clear and forceful statement of the Chicago situation, which was really new to most of those present. Dr. Judd, as always, was on several programs, and always gave clear statements of facts and philosophies.

EDWIN C. BROOME, chairman of the commission of twenty-five on the curriculum, made an elaborate published report of its conclusions.

ERNEST C. HARTWELL, superintendent of Buffalo, and his committee of five are doing heroic work in relating administrative officers to their Boards of Education.

DR. P. W. DYKEMA of Teachers College had a program with eleven addresses on music education.

D. J. KELLY, superintendent, Binghamton, magnified "Health and Physical."

The Boston daily papers devoted themselves to the Convention heartily and with unreserved loyalty, editorially and reportorially.

The Parent-Teachers Association has never given as much attention or received as much attention. The president, Mrs. A. H. Reeve, was welcome on several programs, with emphasis on the "welcome."

State superintendents made special effort to be at this mid-winter meeting.

The executive secretaries of the State Associations were devoted to the interests of those in attendance from their states.

The resolutions were the most definite, heroic and professional ever passed by a summer or winter meeting. They were distinctly administratively professional.

As it is impossible to make the report of the Boston meeting complete those who have paid for the report number will receive the issue of March 19 in addition to this issue.

The National Association of Teachers' Agencies held several sessions with addresses by Dr. Frank N. Freeman, University of Chicago; Dr. C. W. Willett, LaGrange, Ill.; Samuel S. Board, Yale Graduate Placement Bureau, and Superintendent Frank J. Prout, Sandusky. About thirty agencies were represented. The sessions ended with a largely attended banquet. Special speakers were Cyrus E. Dallin, the sculptor, and Nixon Waterman. The following are the new officers of the Association: President, Henry D. Hughes, of Chicago; vice-president, True W. White, of Boston; secretary and treasurer, Frank G. Webb, Atlanta, Ga.

The Tumult and the Shouting Cease

By DAVID J. MALCOLM
Charlemont, Mass.

ON March 1 I sat in the front row of the balcony of that famous old auditorium in Mechanics Hall in Boston and looked down upon the closing scene of one of the most dramatic sessions in the history of the Department of Superintendence. A sister educator was receiving the highest honors possible—that the greatest educational association in the world can award. Yes, more than that! I was witnessing a great event in the history of public education and the history of aeronautics. The great Colonel Charles Lindbergh was making a plea for the teachers of the nation to spread the true gospel of aeronautics. "Tomorrow," said he, "with your help we shall be using airplanes as today we use automobiles."

Then the president's gavel fell, and I heard, as in a dream: "I now declare the fifty-eighth session of the Department of Superintendence adjourned." Thus ended the Boston meeting.

But how shall I tell the story of those five great days so that readers of the Journal of Education in sunny California and in snow-capped Northern Michigan, in dusty Arizona, and on the wind-swept plains of the Dakotas, in smiling Florida, and in little Rhode Island, who were unable to attend, shall see those meetings and enjoy them? Perhaps a few simple pictures will serve better than many confusing details. Let me try.

Never in the last decade did so many important factors combine so satisfactorily to make conditions ideal for a great convention. The weather was perfect. Not a drop of rain fell during the entire week, and a brisk wind from the ocean scattered clouds of smoke, which are wont to hang over large cities, and let in the sunshine.

Hotel accommodations were splendid, and rates were reasonable. No one had to seek rooms with private families or in neighboring cities. Meals and food were of the best.

Lecture halls were plentiful and easily accessible. The large auditorium of the headquarters building was large enough for all general sessions, and its acoustic properties, with the aid of amplifiers, proved very satisfactory. Even during the great final session, when the whole city became excited and desired admission, there were seats for all.

Never in recent history has there been a convention with so many great men and so few small men on the program. Speakers came from across the Atlantic and from Central America. College presidents from the East and from the West, and school superintendents from every state in the Union combined to make every general session and every section meeting well worth while.

The historic traditions of New England did much to attract visitors, and those who came because of such an impulse were not disappointed. On Wednesday fifteen hundred delegates pilgrimaged to Plymouth, where they were royally entertained by the officials of that historic old community. Other hundreds journeyed to Concord and Lexington and to Salem, or loitered in Cambridge or strolled the streets of Boston, where they worshiped at the shrine of Longfellow and Holmes, and Bunker Hill and Boston Common, and the birthplace of Benjamin Franklin. Even the old handpress upon which Franklin learned his trade as a printer was on exhibition in Mechanics Hall, where the meetings were held.

Unofficially the program opened Saturday with several important meetings, chief of which were a conference on rural teacher training and a meeting of the National Council of Teachers of Mathematics. Saturday afternoon delegates journeyed to Sudbury, where they were the guests of Henry Ford at the Wayside Inn of poetic fame. Others assembled at Henry Ford's Little Red Schoolhouse, the school where Mary and her little lamb were wont to go. While every address of the regular program was good, without doubt the sensational address of the convention was that delivered by the President of Harvard University during the first session Monday morning. While many delegates did not agree with President Lowell, there can be no doubt but that his paper was the most thought-provoking lecture of the week. He made a plea for a more thorough mental training, and less skimming through a subject. "We make too much effort to make education pleasant and easy. We remove obstacles, instead of training students how to overcome them," he said, and went on to explain that our present-day custom of providing a score of courses in secondary schools instead of concentrating on a few was both extravagant and harmful. This address brought forth a great deal of criticism. Local newspapers carried large headlines to the effect that President Lowell had accused school officials of being wasteful, and prominent schoolmen at once jumped to deny the charges with statements and counter charges.

Probably the second great address of the Convention was that delivered Monday evening by President W. H. P. Faunce of Brown University. In a lecture teaming with brilliant sentences he said, among other things: "I would rather have high schools than submarines for national defence."

Two Governors honored Monday's program,

Alvan T. Fuller of Massachusetts, representing the East, and Adam McMullen of Nebraska, representing the Middle West. Governor Fuller made a plea for training children in the art of making decisions, and for developing in them a respect for work, and a willingness to do it.

Governor McMullen took for his topic "The Farmer and the Farmer's Child." He held the view that education is so closely connected with economic conditions that it is practically useless to discuss education's problems until agricultural conditions are improved. His address presented the need for farm legislation and was entirely new material for urban educators of the East. It created much favorable comment in hotel lobbies later in the evening.

Still another interesting lecture Monday evening was delivered by Thomas E. Benner, chancellor, University of Porto Rico, who made a brilliant plea for better relationship with Latin-America.

William McAndrew, formerly superintendent of schools in Chicago, delivered a sensational address Tuesday evening on the subject of high school supervision. He minced no words in describing teachers' opposition to it, and in an outburst that was a gem of oratory he expressed his opinion of "political schemsters in skirts," who resent all efforts to help them in their classroom work.

Discussions of problems of rural education played no small part in the program of the week, and N. Searle Light, director of rural education for Connecticut, is to be congratulated upon his success in arranging such an able program for the Department of Rural Education. The keynote sounded this week seemed to be that rural teachers need detailed assistance in professional books and in courses of study. A mere statement of aims and principles is not sufficient, for unless such statements are translated into workable form, they are beyond the reach of many teachers.

Helen Heffernan, chief, division of Rural Education for the State of California, was an outstanding figure among rural workers during the week. In a very few words she described supervision in rural schools as the art of removing obstacles from the path of rural teachers.

Jewell Simpson from Baltimore, Md., said there was very little difference between urban and rural educational methods of teaching, but that there were vast differences in the matters of management and organization of the two schools.

U. J. Hoffman of Illinois, dean of rural educators, stated that he had heard talks on one-teacher schools for fifty years, but never before had he heard so much sense as during the sessions this year. He made an able presentation of the subject of individual instruction and individual recitations.

Commissioner A. B. Meredith of Connecticut spoke on teacher preparation, and in a very able paper stated that the difference between the training necessary for rural teachers and urban teachers was not as great as might be supposed. The rural teacher should have a knowledge of rural environment, of rural school organization, of transportation problems and such things. But except for a few such things as these, her preparation should not differ much from that of an urban teacher.

But why continue? One has only to mention a name that appeared on the program and a flood of valuable ideas come crowding forward.

Never since the first meeting of the Department of Superintendence was there such a wonderful commercial exhibit. More than 300 publishers, supply houses and equipment concerns had booths. Indeed so complete was the display, and so conveniently was it located, that a study of it alone would have justified the expense of attending the convention. It was an education in itself and many a school man returns to his district a better administrator because of his knowledge of new books or equipment gained by what he saw exhibited.

Publishers and supply houses play larger part in the educational system of this nation than is generally realized, and the time has come when they should be given credit for the services they are rendering. They are the great middle men who translate the theory of the research worker into terms of practical service. The health worker may point out the dangers of poor ventilation or bad seating, but it is the supply man who perfects and makes available the jacket stove and the adjustable desk. The same is true of textbooks. Without the modern enterprise of up-to-date publishing houses the schools of the nation would be lost. Book agents and supply men are not educational missionaries; they are educators as truly as are college professors and classroom teachers, and they played their part well on the program of the week.

Delegates from far and wide all told the same story of Boston's hospitality, which may be summed up in the statement made by Superintendent R. W. Kraushaar of Mobridge, South Dakota. He said: "Boston used us fine. I'd like to stay here, just looking around, for a week. Your streets fascinate me. I never saw anything like them, for I meet myself coming back when I try to go any place. And they are so clean. I always thought New Englanders were cold and distant, but everyone I met here has been exceptionally sociable and anxious to make our visit pleasant. I never saw such gentlemen as your street car conductors and your policemen. They go out of their way to

assist visitors. Your hotels are great, and the price of food was very reasonable. I call this the most pleasant convention city in the country, and I hope the Department of Superintendence will meet here again soon."

There were breakfasts, luncheons, and dinners galore during the week. Some were large and some were small, but all were excellent. Probably Teachers College dinner claimed the largest attendance and its array of after-dinner talent was in keeping with its traditions. But Boston University and Harvard University and George Peabody College and Radcliffe and the University of Chicago and a score of other institutions all had successful banquets.

The New England Association of School Superintendents held a breakfast Wednesday morning in honor of President Gwinn, and on Thursday morning Massachusetts superintendents had as their breakfast guest President Cornelia S. Adair of the N. E. A.

No account of the Convention would be complete without a word of praise for the wonderful music which was provided by the school children of the City of Boston. Seldom has it been equaled at any convention and never has it been surpassed. It was not spectacular. It was not sensational, but it was genuine, it was constantly the same, and it was wonderful.

A pleasing feature of the program this year was the delightful manner in which many prominent citizens were honored. Perhaps the first to be mentioned is Katharine Lee Bates, the author of "America the Beautiful."

Mrs. Bates, now an elderly lady, told the audience the history of that wonderful song. It was inspired by a journey West during the time of the World Fair at Chicago. As she came on the platform the vast audience rose to its feet and waved white handkerchiefs to her. And, when the commotion subsided, a large chorus of little children, representing more than twenty nationalities, sang the hymn as it was never sung before. Truly these little ones whose parents had come from Japan and China, Italy and Russia, Ireland and Canada, and from other lands were the living spirit of that wonderful national anthem.

Then came Dr. Winship. Deep in their hearts thousands of delegates had journeyed to Boston to be present at this, the home coming of this their chief. And the great moment to show their love for him had arrived. There were other great moments during the week, but there were none that approached this one in the amount of love and affection which the audience tried to express by the clapping of many hands.

And at last came the last great session, the evening when the National Education Association was to present a life membership and an emblem to Mrs. Evangeline L. Lindbergh, the mother of Colonel Lindbergh. All day long an atmosphere of excitement filled the convention hall.

When the doors were opened every seat in the great auditorium was occupied, but none were standing. On the platform a mighty symphony band of Boston school boys poured forth wonderful music. Then a pause and the band retired, and "Lindy" and his charming mother appeared. The vast audience gave a mighty roar, an ovation which continued for minutes, while "Lindy," poor, tired hero, stood patiently waiting for it to cease. The famous Lindbergh smile is missing, and the idol of the nation looks tired and weary. His pleasures are in the wide open skies, not on the crowded auditorium platform.

But why continue? The papers of the country have told the story of this event. A great chapter in the history of the Department of Superintendence has just been written. A step in the progress of civilization has been taken, and President Joseph M. Gwinn, the able superintendent of the schools of San Francisco, turns over to Frank D. Boynton of Ithaca, N.Y., the working tools of his office.

The shouting and the tumult cease.

May the fruits of the Boston meeting of 1928 be as lasting as they have been sweet.

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I'm Feeling Bostonese

By JAMES BALL NAYLOR

I've wandered down to Boston Town—
And safely got away;
I'm not elate, but pleased to state
That I "know beans" to-day.
I'm feeling—well, the truth to tell
I'll fashion, if you please,
A most expressive adjective;
I'm feeling Bostonese.

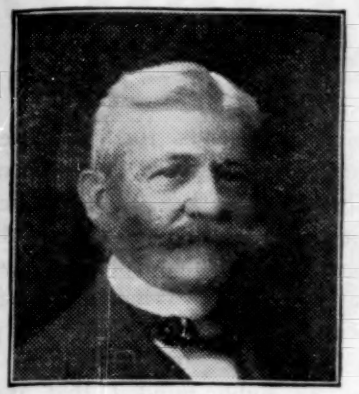
I dragged my feet through Beacon Street,
And o'er the Common strolled;
I sauntered through the State House, too,
And viewed its dome of gold.
I sniffed the air on Copley Square—
An ancient classic breeze;
And so to-day—I'm proud to say—
I'm feeling Bostonese.

I gazed my fill at Bunker Hill,
The monument and all—
And wondered not that Warren got
A rather fatal fall.
To this and that I tipped my hat—
And even bent my knees;
And still today, though miles away,
I'll feeling Bostonese.

I met and walked—and smoked and talked—
With many a jolly chap;
And marveled at the humor that
The Yankees keep on tap.
I punched alive the buzzing hive
Of literary bees,
And listened to their music—and
I'm feeling Bostonese.

A dainty dish of toothsome fish
Is Boston's great renown;
(But should you like a mess of "Pike"
St. Louis is your town.)
In truth I'm told that lobsters cold
At Harvard take degrees;
That shrimps are found, that sharks abound —
Among the Bostonese.

This may be so—I do not know;
But I am here to say
If they are there, they must be rare—
They didn't come my way.
And should kind fate, some future date,
Say—"Take an hour of ease,"
I'll saunter down to Boston Town—
I'm feeling Bostonese.



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New Bon Mots From the Convention

By JOHN G. WOLCOTT

Greenhalge School, Lowell, Mass.

THAT master of pithy wit, Benjamin Franklin, would have enjoyed the bon mots and apt sayings about present education dropped here and there during the convention of the superintendents in Boston. The witty phrase may be lighter than serious argument, but it makes as much history.

"Trying to run a public school without publicity is like winking at a girl in the dark," said Rollo G. Reynolds of Teachers College, Columbia. "We know what we are doing, but the rest of the world does not." Mr. Reynolds was explaining that the superintendent who leaves the people behind is in danger of not being understood. "First give the people what they want; then make them want something better."

In another part of his talk Mr. Reynolds said: "The educator should be humble, haughty, human, and happy." This maxim, quoted from a teacher he admired, meant that the educator should be humble to the child, haughty to the inexperienced meddler, human in trying to understand the child, and happy in duty done. Speaking of the press, Mr. Reynolds said: "The press is engaged in educating the community too. It is a valuable ally. We must try to see news as the press sees it. News in its eyes is present and brief."

The same meeting was presided over by the genial humor of Ernest W. Butterfield, commissioner of education in New Hampshire, whose wisdom concerned politicians. "The politicians will be our friends if we do not high-hat them. We long for education by educators alone, but we forget the interest the community has in our schools. If we share triumphs with the politicians they will love us. Politicians are more interested in other people than most of us."

His explanation of his last statement caused much laughter. He said: "The politician governs us best. If the common citizen tries to govern us at a town meeting, he provokes discussion and eliminates thought. If monarchs try their turn they produce secretaries and fail. If theocracies appear they produce minor prophets, and these are worse than politicians. If military bureaucracies rise, they make the government one of second lieutenants. In our American system, cooperation and competition with politicians develops the best superintendent."

C. B. Glenn, superintendent of schools in Birmingham, Alabama, was quick to add: "Politicians are like fleas. Every dog needs a few to keep him from getting lazy." Evidently Mr. Glenn's recipe has had good results in Birmingham, where the school board "has wooed and won the population" by publicity that sends forth a different slogan every year, as for instance, "Development of Character Through Work." The politicians think it best to be on the side of the schools there.

E. E. Oberholtzer, superintendent in Houston, Texas, would have it thus: "What is Houston's way? The answer is, in Texas they are all politicians." What he seemed to mean was that people there are so public-minded that it has been easy to educate them to construct or rebuild twelve new senior and junior high schools. Apropos the junior high school, he says the child is beginning to like it now.

OF THE CHOIR INVISIBLE

Dr. William McAndrew, victim of the political chicanery in Chicago, subject for a "real story" to newspapers, had a hard time escaping the traps of reporters and reaching the platform for his speech. His welcome by his several thousand fellow educators was impressive. All stood up to receive him. Thumbs were down for Mayor Big Bill Thompson. Then all sat down quietly to see what Dr. McAndrew would say. His remarks fulfilled expectations, and filled the Boston press the next morning.

A phrase that he used struck my attention. It was "high school service." He said the superintendent must keep before the minds of his teachers the growing public discontent with this particular service. "Thousands of high school teachers are prepared to teach English, but instead they are teaching Latin, French, mathematics, and domestic science. The remedy is supervision."

The audience was greatly amused when he said that high school teachers often regarded discussion of their work as bad form. What such teachers wanted was to be free to waste the lives of children without hindrance. Their protests against supervision reach the school committee. It is strange how any layman, approached by a not unhandsome gentlewoman in distress, and dressed for the occasion, immediately finds his gallantry aroused! This not unhandsome person makes out her position to be that of an educator oppressed by tyranny, but "her position is really that of a mattress." The audience chuckled as if this was the speaker's masterstroke.

What happens to a superintendent who attempts a system of supervision? Ask William Ettinger, Thomas E. Finegan, David B. Corson, and James H. Van Sickle. "Ask all the choir invisible," advised Dr. McAndrew.

The high school is a silk mill for weaving the

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most delicate textures from delicate materials, but time has given the high school for materials, hemp, soap, jute and pulp wood. Shall we despair? By no means. When we see such marvelous progress in all the arts and sciences, in business and in industry, there is no reason why the schools should lag behind. The time will come when we will leave wild guesses and inspirational addresses and put in their place the science of surety.

The next speaker was Cornelia S. Adair, president of the N. E. A., who spoke on supervision from the point of view of the teacher. She thought that autocratic, petty supervision was perhaps necessary in pioneer stages, but with the trained teacher it was different. The average teacher was still another problem. The inspector will not get co-operation because of the strain on the teachers. The dictator will be of no use because inspiration is necessary. What a broad-minded teacher wants in a supervisor is personality, talent, knowledge of teaching, and a willingness to make a detailed study of a recitation before criticising. Summed up it means inspiring leadership.

Francis L. Bacon, president of the Department of Secondary School Principals, presented the principal's view of supervision. He explained how supervision was a recognized daily event in the lives of elementary school teachers, and how it was needed in high schools. The most marked deficiency in supervision came from insufficient standards. An answer to this challenge came from the last speaker of the evening, Professor Charles H. Judd, of the University of Chicago. He maintained that such standards now existed. In fact, Professor Judd stood here as he had in the junior college discussion two days before, as a spirit of peace and accomplishment. What follows will explain what happened on the previous Monday.

NEW ASPECTS OF THE JUNIOR COLLEGE

President Lowell of Harvard had fired his broadside at the public schools only that morning. At two o'clock in the afternoon the junior college forces had carried the battle into Harvard itself; they met in the new Lecture Hall in Cambridge. Were the public schools providing real education?

In these times, said Dr. Judd, we see an increased demand for knowledge from many classes of people. Subjects of the upper schools are tending to be found in the lower schools. Professor Palmer's fears lest the good old traditions of college education be lost are nothing but "sentimental arguments." The junior college is logical. The trouble is the traditionalists fear that the high school and the junior college will bring about a blockade destructive to their familiar scheme. What they do not see is that people are demanding more opportunity and more advanced courses all the time.

The high school and the junior college should be conducted in mutual sympathy and helpfulness. The junior college should be recognized as an actual part of the secondary school. The leading thought of both should be earlier admission of pupils to advanced opportunities.

Dr. Judd was immediately questioned by superintendents in the audience. Did not the junior college mean increased costs? No, said Dr. Judd, not when it is put into the present senior high school time. The only increased cost would come in getting better teachers. When somebody suggested that the change was upsetting, Dr. Judd said bluntly: "We are at the point of a renovation of the college business resulting from the demand for more advanced courses."

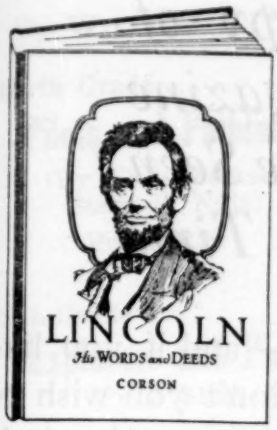
Superintendents from the West, the stronghold of the junior college, had massed their powers to show their strength. William F. Ewing, assistant superintendent in Oakland, California, said that of the nine thousand pupils in the junior colleges in California some three thousand were going on to higher institutions. The junior college was a logical preparation for the higher units because overcrowding in the regular four-year colleges was making them think of better preparation. Mr. Ewing then went into some new developments. Most junior colleges are composed of grades 13 and 14. This is unsatisfactory because of a tendency to reach down into grades 11 and 12. He favored a reformation which would place the junior college within the high school. The junior college would then be composed of grades 11, 12, 13 and 14. Pasadena proves that the senior high school and the junior college should be carried on together; in Pasadena they use the same facilities now.

Frederick Eby, professor of education in the University of Texas, explained that complete separation of students in the high school and the junior college was no longer the custom. The junior college comes from a maladjustment sixty years ago. Our educational system has been increasing the age of the student, now we wish to decrease it. The addition of the freshman year of regular college to the high school has been going on for a long time, as in Ontario. It seems a logical step. The junior college is merely a transition, but it is a predestined fruit of maladjustment.

He made a strong plea for special training for junior college teachers. Stanford University and the University of Texas, he said, were the only colleges doing this. Practically nothing has been written on the administration of junior colleges. There has been too much tendency to depress the junior college into the high school level, with the result that the collegiate spirit is lost. The administrators of a junior college ought to know what a college should be. College atmosphere requires a scholastic atmosphere, graduate activities,

LINCOLN — HIS WORDS and DEEDS

By OSCAR TAYLOR CORSON, A. M., LL. D.



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When President James M. Wood of Stephens College, Missouri, took up the discussion his view was that the junior college must be organized on either the college or the high school level, and he advised the college level. We have added, he said, seven years to the time a man must devote himself to study before entering his profession; we must reduce this time. The junior college years can be combined with the senior high school years, reducing the total of years. The senior high school years can be combined with the junior high school years, reducing the total time. Time spent in the elementary grades can be reduced.

Here President Wood suggested something very new. "Strike off the word 'junior' from both high school and college," he said. He advocated a system which would consist of elementary school, high school, and college, but covering less time than it takes to get through the present junior college.

Lindbergh

[Written on the flyer's arrival in Boston, by Dr. Francis G. Blair, State Superintendent of Education in Illinois and president of the National Education Association last year.]

With words swift and strong,
In saga or song—
  Boundless,
Deathless as fame—
Sing me the name
  Lindbergh!

Lone dove from our Ark
Flying o'er war's dark
  Hopeless
Deluge of hate and grief
Bearing the olive leaf
  Of Charity—Lindbergh!

Blond viking of old
Recast in new mold—
  Bootless,
Bloodless of hands—
Conquering all lands,
  Lindbergh!

Tall son of the stars,
Towering o'er Mars—
  Swordless,
Commandless, free—
Conquering the sea,
  Lindbergh!

Voyaging alone
Through uncharted zone—
  Columbus-like—
Better than he knew
Binding the old world with the new,
  Lindbergh!

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Ascending earth's throne—
  Lincoln-like—
Guileless of arts
Winning the hearts
  Of Humanity—Lindbergh!

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School Problems

Edited by a School Executive

87. How can we get teachers to take regular and proper recreation? (Virginia.)

This seems to be a serious problem with many school systems. The day is not far off when all teacher-training institutions will teach their students to budget their time. This will help greatly in getting a proper amount of recreation regularly. Anything you can do to get your teachers to budget their time will help to get in more recreation. Now as to what is "proper" recreation is a different question. I know many people accuse us of having one-track minds, by which they mean, I suppose, that nothing interests us vitally unless it is related to our school life, but I really think that day is fast fading away, so many of our teachers belong to clubs that have no connection with school, and is a good idea to promote. Hobbies and more social contacts need encouragement. Recognition and approbation for any social contributions a teacher makes to a community helps. Out-door sports need to be promoted among teachers. But I believe that budgeting one's time, which results in setting aside so much time regularly for work and play, is the safest and surest way.

88. What do you consider the most effective outside agency to help the school? (Mass.)

The press. If you can get your press to take up your cause on the outside and you send your message home through the pupils on the inside, you can win in almost anything.

89. What is the school doing for the hard-of-hearing child? (California.)

More careful and effective examination of hearing is being carried on by use of the audiometer, a mechanical device of phonograph and telephone combination, about which the American Federation of Organizations for the Hard-of-Hearing will be glad to give you information if you need it. Lip-reading classes taught by teachers trained for this purpose are being formed in many of our best school systems. About eighty per cent. of our present deafness in adults might have been cured if taken in time, and this fact is stimulating the health departments in many school systems to reach out into clinics and medical institutions for help. Their appeals are being met with surprising results, and ways and means are being found to meet the need as soon as it is realized. We have neglected these children in the past, but we have no excuse for doing it longer.

90. What should be a superintendent's attitude toward helping his teachers to get better positions? (Mississippi.)

The same attitude he would desire if he were seeking a better position. I think this a point quite usually agreed upon by superintendents, and when a teacher does good work they are glad to help her into a better position. However great her loss may be to the system she is in, it would be most unfair to try to keep her for selfish motives. Promotions within the corps being impossible or failing to meet her needs she has a right to count on her superintendent's co-operation in acquiring another position. It is one of those things that go to make loyalty between a superintendent and teacher a fifty-fifty proposition.

91. What are some goals that a high school principal can work for with his faculty, which will humanize and stimulate both teachers and students? (Oregon.)

This is one of the great problems facing a high school principal. Some principals are using such objectives as a better understanding between teacher and pupils, promotion of safety, a healthier and happier town and more intimate follow-up in social and scholastic guidance. The way to arrive at your goals is to study your needs. They point to your desired goals in the order of the local importance. There is great value in selecting one or a few and having all your faculty or perhaps faculty and students, according to the nature of the goal, focussing their attention upon them at one time.

92. Why do parents fail in so many cases to take the advice of the school? (New York.)

They fail to take the advice of the school often because they don't understand it. They need some one to interpret it to them. We need to teach parents more about what we are trying to do for their boys and girls and how they can fit into the new scheme of education. To do this we need teachers, it makes no difference whether they are deans or principals or by what name they are called; we need teachers who understand the parents as well as the boys and girls; who know local conditions, and who have tact and ability to get the school's message across to the parent. That is why we fail so often, we don't put our advice in the language and form the people can understand, and with sympathy and force enough to carry it over to them. We need teachers, both men and women, particularly adapted and trained for the job.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Great Poetry of the Spirit

CROSSING THE BAR.

(Tennyson.)

Alfred Tennyson was a lyric singer of sweet and beautiful melodies. No course or vulgar thing ever cast a shadow over the bright field in which he sang. He seems to me like a lovely hermit thrush that hides away in a great solitude and pours forth at sunset the pure melody of golden bells.

Listen to the sweet harmony in this wonderful poem. Can you not feel the slow sea withdrawing from the shore as the vast tide ebbs in sunset silence?

CROSSING THE BAR.

Sunset and the evening star,
And one clear call for me!
And may there be no moaning of the bar,
When I put out to sea.

But such a tide as moving seems asleep,
Too full for sound and foam,
When that which drew from out the boundless deep
Returns again home.

Twilight and the evening bell,
And after that the dark!
And may there be no sadness of farewell
When I embark;

For tho' from out our bourne of Time and Place
The flood may bear me far,
I hope to see my Pilot face to face
When I have crost the bar.

With the vast sea beneath and the vast sky overhead and the golden sunset on the long line of the distant sky, the traveler goes forth, not knowing whither, but serene and happy in the confidence that beyond the bar, where the seas storm and break, his Pilot waits to guide him on with sure and steady hand to his eternal haven on another shore.

What would life be without the sweet assurance which Hope gives us that there is a Pilot and that He thinks enough of us to wait for us beyond the bar?

Famous Spiritual Poetry

THE VISION OF SIR LAUNFAL.

(Lowell.)

Not far from Boston, in historic Cambridge, stands a stately old house in which lived for many years one of the best known and best beloved of the American poets, James Russell Lowell. Of all the poems written by this rare soul none has been so widely quoted or generally admired as "The Vision of Sir Launfal." The description of spring beginning with, "And what is so rare as a day in June?" is one of the most beautiful passages in any literature. The description of the ice-bound brook is a classic that will live forever. The following lines taken from the poem are charged with spiritual meaning and full to overflowing with soft music. Each word seems to have wings on which it rises with its fellows, like happy larks, into the pure blue of the soul's finer atmosphere. Listen for the singing in these noble lines:—

And the voice that was softer than silence said:
"Lo, it is I, be not afraid!
In many climes, without avail,
Thou hast spent thy life for the Holy Grail;
Behold, it is here,—this cup which thou
Didst fill at the streamlet for me but now;
This crust is my body broken for thee,
This water his blood that died on the tree;
The Holy Supper is kept, indeed,
In whatso we share with another's need;
Not what we give, but what we share,
For the gift without the giver is bare;
Who gives himself with his alms feeds three,
Himself, his hungering neighbor, and me."

In these few words the poet has condensed the great philosophy of the future. For millions of years mankind has striven upwards, away from the selfishness of the beast, towards a happier brotherhood where man may struggle, not in the service of his brother as at present, but to serve his brother in the best and noblest way.

The Fairyland

The garden is the fairyland, the region of romance, the place of wonders, of strange and savage deeds, of worms being changed into glittering flies, of dragons and devouring ogres and creatures armed with glittering mail, of lovely things and beings in whose earthly lives are woven the dreams of angels and the plans of minds that have caught a glimpse of God.

The garden is a wondrous place,—a factory in whose workshops are being built up out of the atoms of the earth, the fabric of the cloth of flowers; the dyes that are destined to tint the pure cheeks of roses and violets and poppies; the sweet scents that are to wave up out of blossoming cups to entrance the earth. There are deep, silent forges in the garden where the green blades of golden lilies are being formed; there are anvils ringing with the taps of mighty hammers where the jonquils are being beaten out of the dust of the solid rocks; there are architects at work over the plans from which are to grow up the houses of vines and bushes and trees. The garden is a mysterious place. Today there is nothing but brown earth and tomorrow, under the warm smile of spring, living things have appeared as though at the waving of a fairy's wand. Out of the tiny seed unrolls the twenty-foot vine; out of the little kernel is slowly unwrapped the blossoming bush; out of the nut rolls up the towering greenery of the stately oak.

There is a mystery and magic and sorcery and fairy tales wherever a garden spreads out its enclosing arms.

Let us, then, thank our beloved Father for the gardens about us. Let us go into one of His workshops and sit down and find rest for our weariness, and joy for our sorrow, and hope for our sullen doubts, and faith—that blessed blossom of the soul—for all the ills that have fallen upon our spirits.

Waiting

(John Burroughs.)

Anyone who looks upon the kindly, smiling face of John Burroughs, the beloved American poet, is impressed at once with the gentleness of the calm spirit that animated his earthly form. There is a quiet philosophy in the smiling eyes, while the long white beard lends to the noble face a look of wisdom promising the giving forth of truth. In "Waiting" John Burroughs sets forth an abiding faith that no good thing in all the universe is lost; no beauty is lifted up in vain; no picture painted that remains unseen, no noble deed that goes without its full reward. In the short hours of human life the end is not always clearly seen, the seeds we plant may blossom after we are gone; the tree we set out in the spring of life may shelter other heads from the blistering heat, and the lives we build in their very ruin, like the autumn leaves, become the fertile earth in which some future beauty strikes its roots. What could be more sweetly beautiful than the following testimony of the poet's firm belief that Eternal Justice sets all things aright.

Asleep, awake, by night or day,
The friends I seek are seeking me,

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No wind can drive my bark astray,
Nor change the tide of destiny.

What matter if I stand alone?
I wait with joy the coming years;
My heart shall reap where it has sown,
And garner up its fruit of tears.

The waters know their own, and draw
The brook that springs in yonder height;
So flows the good with equal law
Unto the soul of pure delight.

The stars come nightly to the sky;
The tidal wave unto the sea;
Nor time, nor space, nor deep, nor high,
Can keep my own away from me.

My own! "Aye," in the words of the immortal Shakespeare, "there's the rub," for the great law works on and on, grinding the grist of the good and the grist of the bad and emptying each into the labeled sacks of him who has brought it to the mill.

The Existence of God

(Derzhavin, Russian Poet.)

It is a great and comforting thought to realize that all things move onward under the influence of vast laws whose meaning no man can understand, but whose existence is plain to those who see kinship in the flower and the butterfly, in the tree and the animal that moves under it, in all the lesser forms of nature and that highest form known to the world as man. And more important still kinship between the spiritual nature of this man and the God who brought him forth. To those who see this kinship the search for the great truths descends from the heavens and its myriads of stars to the very earth about their feet. They seek light from the glow of the firefly, and the secret of life from the jelly fish lazily drifting in the current of the sea. In the following poem, in the very last line, the great Russian singer has found, within himself, the evidence and proof of the existence of God. There is a deep meaning in his mighty cry of discovery, for nothing is more certain in this world than life itself. Nothing is more marvelous than the consciousness of life within ourselves. All the miracles cease to be wonderful compared to this mightiest miracle of all. We are here, you and I, here upon this globe. We are conscious of our being here. After that great fact how trivial becomes the question of what will happen to us after death? The same God that gives us life, delights in life, not death. We were not born to die, but to live on and on, serving, eternally, the purposes of Him who opened our eyes upon this field of unconscious dust. How nobly has the great singer found the eternal problem solved within himself.

What are ten thousand worlds compared to thee?
What am I then when Heaven's unnumbered host
Though multiplied by myriads, and arrayed
In all the glory of sublimest thought
Is but an atom in the balance weighed
Against thy greatness, but a cipher brought
Against infinity! What am I? Naught!
Naught, but the effluence of thy light, divine,
Which, faltering through the worlds, has reached me, too,
Deep in my spirit doth thy spirit shine
As shines the sunbeam in a drop of dew.
Though I am naught, I Live! I rise and fly
On eager, hoping wings back through the worlds to thee.
I Live and breathe and lift my aspirations high
Close to the very throne of thy divinity.
Great God! I Am and therefore, surely, Thou must be.

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EDUCATION IN ACTION

High Schools Are Making Rapid Strides

The Bureau of Education has a record of 21,700 public high schools which enrolled 3,757,466 pupils in 1926. The schools enrolling more than 1,000 pupils each number 767, one school enrolling as many as 8,611. These 767 schools represent 3.5 per cent. of the total number of schools, and 37.5 per cent. of the total enrollment. It takes about 18,000 of the smallest high schools to enroll another 37.5 per cent. One-half of the public high schools enroll fewer than 100 pupils each, the total for these schools being but 13.7 per cent. of the whole enrollment.

What Children Like About Teachers

Of 6,404 themes on "My Best Teacher," written by pupils in schools of Cleveland, Ohio, by assignment of the elementary supervisor, to determine what present-day school children like best in their teachers, 5,118 mentioned traits of character, 3,621 had to do with teaching ability, 1,896 with discipline, and 262 with personal appearance. The statement that "She did not scold" was made by 555 pupils; and the teacher's participation in different school activities was mentioned by 603 pupils. High school students emphasized a sense of humor.

New Teachers Remain in Own State

Of the graduates of New York State normal schools and teachers' colleges in the past six years, it is known that 94.25 per cent. taught the year after graduation, and that 96.42 per cent. of those who taught were employed in the schools of the State of New York.. The relatively small number not recorded as teaching includes those who are continuing their studies, those who were unable to find positions, those who failed to report their movements, and those who married or died.

Portugal Recognizes Schools in Americas

By a decree recently issued by the Portuguese Ministry of Public Instruction, the "Escola de D. Nuno Alvares Pereira," in Rio de Janeiro, and the "Escola Portuguesa do Ateneu," in Fall River, Mass., are to be considered as primary official schools of the Portuguese Republic, according to a report from Fred Morris Dearing, United States Minister at Lisbon. The decree also states that the diplomas issued by these two schools will have the same value as those issued by the official primary schools of Lisbon.

Colored Pupils In Public Schools

Of 2,141,206 colored children attending public schools during the school year 1925-26, as reported to the United States Bureau of Education by school officials in sixteen states, the largest number, 282,841, were enrolled in Mississippi, where colored children comprise 56.2 per cent. of the total school population of the state. North Carolina came next, with an enrollment of 254,625 colored pupils.

Dramatic Club For County Benefit

To promote social life and dramatic training and to raise money, six schools in Chesterfield County, S. C., have organized the "Sandhill Dramatic Club." Each school produces a play with the faculty and local talent as actors. The play is given at each of the member schools, and the entire door receipts are kept by the school at which the play is presented.

Year Off Given Teachers

Twenty days of sick leave each year are allowed teachers in Saskatoon, a city of Saskatchewan Province, Canada. The sick leave amounts in ten years to a school year; and if unused for that purpose, the teacher may take a year's leave of absence and receive sixty per cent. of the salary, provided at least half the year is spent in study and self-improvement.

Schoolhouse Expert For Government Now

Miss Alice Barrows has been appointed specialist in school buildings in the city schools division of the Bureau of Education. The appointment was the result of a demand existing in educational circles throughout the country for information regarding school building plans and costs and for school building surveys. Miss Barrows was formerly a specialist in city school systems and in that capacity gave much of her time to a study of the platoon plan of school organization. She has conducted some twenty school building surveys during the last six years.

Knees War on Verbs; Professor Saves Eyes

The conjugation of verbs and parsing of sentences now proceeds without interference in a certain French class at the University of Minnesota. Chaos threatened for a time, but silk scarfs saved the day. It was all because of too many knees, visible and of feminine gender. The instructor subtly informed his class that rows of dimpled knees greeting the professorial eyes each time they are lifted from the textbook do not make for the most efficient teaching of foreign language. The dresses simply could not be pulled down far enough to hide the offending anatomical parts. Then a bright student remembered her silk scarf. She draped it over her knees. The result was perfect. All the other girls had silk scarfs. They all draped them over their knees. The morale and vision of the instructor were saved.

Will Punish Children Refusing Flag Salute

The children of the public schools of Delaware who refuse to salute the United States flag as provided by a state law must be disciplined by the teachers the same as for the infraction of any other state law or rule, the state board of education ruled. The decision was made after several Greenwood children of the Mennonite faith were alleged to have refused to salute the flag. It was said that the refusal was based on religious convictions.

Peru to Preserve Indian Languages

Preservation of Indian languages and music is being attempted through the schools of Peru. Throughout the various school systems contests will be held to obtain essays in the Kechua and Aimara dialects. The best productions on such subjects as ethics, hygiene and national history will be published. It is the plan to make phonograph records of the productions in dialect and of selected productions of Inca music. It was stated that in sections where the languages are spoken, the phonograph disks will be distributed among schools, and that records will also be distributed in army corps in which the Indian element predominates.

Teachers May Keep Skirts Below Knees

Another North Dakota school teacher whose modish knees were frozen on the way to school has been denied state compensation. The state set a precedent last year by declaring compensation could only be given if the knees were frostbitten in school. However, a second teacher this year applied for funds and was turned down.

Higher Standards Set for Teachers

The last six years have brought "unusual" progress in the raising of standards for teacher certification through state laws and regulations, according to the Bureau of Education. Scholarship and personality qualifications for teachers deteriorated as a result of the war situation, because during the war there was a serious exodus from the teaching profession. In order to keep the schools open it was necessary to employ undertrained personnel. With post-war adjustments the normal supply of teachers was again available. It was generally recognized that while teachers' salaries were materially increased as a result of the war situation, scholarship and personality qualifications had deteriorated. There was also the growth and extension of a scientific and professional attitude toward education and by universal progress in making available opportunities for professional preparation for teaching. It was a strategic game to set up higher standards for teaching. State laws and regulations were recognized as effective methods for raising standards.

Declares Students Not Godless

Clarence C. Little, president of the University of Michigan, speaking at the closing of the three-day conference at Princeton which considered the state of religion among college men, declared that "in so far as the younger generation refuses to bow blindly to authority they are in a sense living spiritual lives of their own." "They are not Godless," he continued, "I think they are nearer the truth about religion than we are."

College Dean's Farms On Engineering Lines

Anson Marston, dean of engineering at Iowa State College, puts farming on a mathematical basis and makes it pay. He owns a 320-acre farm. With textbook precision he laid out 300 acres in five 60-acres plots, each 80 rods wide by 120 rods long, and efficiently enclosed in hog-tight fencing. Down the middle of the farm runs a lane through which stock can be admitted to any of the fields. Dean Marston makes a yearly profit. It is comparatively small, but it is consistent. He markets his corn in the form of meat, milk and wool.

Egypt Turning To Science

Egypt is awakening and tremendous intellectual changes are taking place in that ancient land, declares Rev. Dr. Charles R. Watson, president of the American University at Cairo, Egyptians are deeply interested in science, he said. Students at the university come from the most remote Mahometan countries. "The World War awakened these countries and they feel that with a thorough knowledge of science they can match the development of other nations, according to the students. They realize that scientific knowledge lies behind medicine, transportation, mechanical devices and everything that leads to material comfort and wealth," said Dr. Watson.

Various Towns Claim To Be Site of First School

Where was the first free public school on the American continent? An announcement from Brooklyn, N. Y., states that the first free public school in the United States was established in the Borough of Brooklyn in 1661. Dorchester, Mass., historians believe that the first free public school was on Thompson's Island, near Boston, established there and supported by taxation of the people, in 1639. The island had been given to the inhabitants of Dorchester in 1635. Dedham, Mass., cites the action of the town fathers on January 1, 1644, in passing a vote to provide some means for the education of that town. Newport, R. I., has long claimed the site of this much-discussed "first school" and on a tablet the date is given as August 20, 1640. At Charles City, Va., the Rev. Patrick Copeland established a school in 1621, a school which was supported not by taxation, but by subscription. The 1875 school report of Salem, Mass., sets forth that "the first public school was founded here in 1637," but there seems to be no town record relating to a public school prior to January, 1640.

Student for 46 Years Wins Memorial Tablet

A tablet in memory of Wilhelm Demelius, "the eternal student," has just been affixed to a house in the Zwatzengasse, Jena, Saxony. Demelius, who was the son of a clergyman, matriculated at the University of Jena in 1827 as a student of theology. He maintained his status as student for the following forty-six years, or ninety-two semesters, but passed most of his time in beer halls and on the dueling floor. When he died at the age of seventy in 1873 he was borne to his grave by students of the university.

American Schools To Reopen in Turkey

Close on the heels of the closing of the American school at Broussa, Turkey, for alleged distribution of religious propaganda, comes the announcement that the Turkish Government has granted permission to reopen the American school for boys at Sivas, closed in 1915, and authorization to open the vocational department of the American school at Merzifoun. The American colony greets the government's move with approval and as confirming the contention of the government that the closing of the school at Broussa was not done as an act of hostility, but was merely the result of the republic's desecularizing of education.

Negro Illiteracy Rate Falling Rapidly

Ninety per cent. illiterate in 1865, the Negro race in America is now only twenty per cent. illiterate, declares R. B. Eleazer, educational director of the Commission on Interracial Co-operation. More than 10,000 have graduated from college since the Civil War. Out of their meagre means Negroes are raising $3,000,000 yearly for the support of private schools.

Loans Offered High Graduates

Any high school graduate in South Dakota who desires to attend an institution of higher education in the state and can obtain the endorsement of three responsible persons, may borrow money from a student loan fund sponsored by the Parent-Teacher Association of the state.

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Excused to Welcome Lindbergh

On a certain morning recently four boys in the eighth grade of the Donald McKay grammar school, East Boston, Mass., instead of racing to school to get in before the last bell, arrived there ahead of their teacher. When she came in she was immediately surrounded by the eager quartet. "Please, teacher," said the boys in chorus, "we want to see Lindy land. We don't want to get left like we did the last time. Please excuse us this morning so we can get to the East Boston airport early and get in the front line." Who could refuse such a request? "Of course," said the teacher. "Run along, be good boys, and wave a welcome to Colonel Lindbergh from me." These four pals were perhaps the happiest youngsters in America on that morning when they were able to be in the front lines to see their hero come to Boston.

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TREND OF THE TIMES

LOW MENTALITY among policemen, poor character of the minor judiciary, lax bail methods, irresponsible work of prosecuting attorneys, uncontrolled court systems, needless use of juries and lack of adequate criminal statistics were the indictments made in a report of a sub-committee to the National Crime Commission after a broad survey throughout the United States. The sub-committee is headed by former Governor Frank O. Lowden of Illinois, and its research included investigations of pardons, parole, probation, penal laws and institutional correction.

MUSIC LOVERS of Europe are applauding the decision of solo singers of the State Opera in Vienna, Austria, to do away with the "clacque." The plan of hiring people to appear in the audience and applaud had become so bad that it had invaded two regions of the house, the gallery and standing room, and these were competing against each other.

PRAYER BOOK revisions of western churches are reminders to the geographer of curious customs that prevail in certain other parts of the world. Among Buddhists of Central Asia and Tibet the faithful carry the hand model of the prayer wheel which may be revolved fast enough to say thousands of prayers in a minute. The larger prayers, some of which are six feet high and from ten to twelve feet in circumference, are placed under shelters and the passing pilgrim gives the wheel a vigorous spin. There are also water propelled prayer wheels for the lazier members. Some sects of the Moslems use prayer bricks as a part of their prayer paraphernalia. Some of the Nebraska Indians used prayer pipes.

PHYSICAL TEST for candidates for public office was advocated recently by Dr. Herman N. Bundesen, former Chicago Health Commissioner. The public has to pay for special elections and sometimes gets poor candidates when men of failing health are elected, he asserted. "A doctor's certificate stating that the applicant is in sound health and probably will live out his term should be required of every candidate," said Bundesen.

SURVEY of the various other government departments to ascertain if they favor a revision of the calendar so as to have 12 months of 28 days is being made by the Department of State. Those that have answered have reported in favor of the revision, although a similar move, two years ago, was not regarded with favor. At the same time the Chamber of Commerce of the United States is preparing a report on the attitude of business and industry in regard to revision, and its representatives declare the sentiment is favorable.

COPENHAGEN biologists who have investigated the rotary habits of the underjaws of Danish cows chewing their cuds find fifty-five per cent. used the right-circular motion and the rest the left. Now they ask for observation of American cows.

HELIUM a while ago cost $1,500 a cubic foot, and there was little of it. Now America makes it at two cents a cubic foot, has enough for national defence and some for other uses.

TIN, on which a $100,000,000 industry depends, comes to the United States mostly from foreign lands—the Malay Peninsula, Straits Settlements and Bolivia. We have to import above 70,000 tons annually, half the world's output.

ONE-SIXTH of the labor union membership in twenty-three representative cities of the United States were out of work at the end of January, and that the proportion of the total unemployed had increased over that reported for preceding months is shown in figures from the American Federationist, official organ of the A. F. of L. In Baltimore the percentage of unemployed was given as 42.5 per cent., while in Chicago it was only 7.8 per cent. The figures for New York were given as 24.2 per cent., for Boston 19.6 and for Buffalo 26.7 per cent.

ALL ICELAND parties in the Parliament have agreed to the desirability of canceling the present treaty of personal union with Denmark, thereby obtaining complete independence. The movement for cancellation of the treaty, which is not revokable until 1940, is partly due to Iceland's wish to have her representation abroad in her own hands. As far back as 1381 Iceland, together with Norway, came under the rule of Danish Kings, but when Norway was separated from Denmark in 1814 Iceland remained under the rule of Denmark. Since December 1, 1918, it has been acknowledged as a sovereign state and is united with Denmark only through the identity of the sovereign.

The BOOK TABLE

LABORATORY MANUAL IN AMERICAN HISTORY. By Howard E. Wilson, A. M., Department of Social Science, University of Chicago High School. Heavy paper. 241 perforated leaves prepared for binding. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

There are certain movements or tendencies in history teaching which most progressive teachers regard as advantageous. These tendencies appear in the organization of history for teaching purposes and there has come the abandonment of a purely chronological organization of history in favor of a unitary treatment, and increased emphasis on the social aspects of the past, that is, the socialization of history. In the technique of teaching there are tendencies toward a wider use of reading materials for assimilation purposes, toward increased pupil activity, and toward the inclusion of provisions for individual instruction within a class group.

This manual is designed for use by the pupil. The material is organized around ten main units, each a significant aspect of our national development. The character of the material is social and economic as well as political. Introducing each unit is a bird's-eye view of the subject with which it deals. This is followed by extensive, annotated reading lists, with books classified as collateral references, biographies, and imaginative literature. An additional feature is a list of motion pictures treating certain aspects of the unit.

The manual conforms to modern tendencies in its organization and selection of historical data. Its greatest value is that it may aid the teacher in adapting classroom procedure to the tendencies in pedagogical technique. The reading lists are designed to stimulate and guide wider reading. The exercises, maps, problems, projects, and other study aids suggest supplementary enterprises upon which the more alert student may begin work while his less able classmates are still engaged in the minimal essentials of the guidance outline and summary questions.

TWO ESSAYS OF JAMES RUSSELL LOWELL. Edited by Tucker Brooke, Yale University. New York: Henry Holt and Company.

The habit of having sets of books with all of the writings of every prominent literary man and woman has largely been abandoned, and in its place has come for each of these famous writers at least one attractive, handy volume like this prepared by Professor Brooke, which presents two of the most famous essays of James Russell Lowell, "On a Certain Condescension in Foreigners" and "Democracy," with a delightful account of Lowell's career, Lowell's character and his prose style.

Such a book any one, however busy his life may be, may read restfully and inspiringly from time to time, and therefrom he will have ever at command that which will give one much of the spirit of a literary leader in America's great days.

NEW TYPE DRILL EXERCISES IN ELEMENTARY ALGEBRA. By Elsie Flint Neuner, Ph.D., New Rochelle High School, New Rochelle, New York. Tablets, 8 by 12 inches. New York, Chicago: Charles E. Merrill Company.

Practice tablets are so stabilized in school equipment that no publisher fails to try to rival other publishers in style and type of practice promotion as he has done on other phases of professional rivalry. "New Type Drill Exercises in Elementary Algebra" simply carries the challenge in tablet science and art a degree higher professionally and more skilful in art.

These lessons cover the minimum essentials, the things students need to know most. The examples are on the left half of the page with space for the answer opposite each example. No work on an example is to be done on the front page, nor on any other practice paper, but on the back of the sheet on which the answer is so that in case of mistake the teacher as well as the student can know in what the mistake appears. This is the latest word in tablet practice.

THE SINGING FARMER. By James S. Tippett, Lincoln School, Columbia University. Illustrated by Elizabeth Tyler Wolcott. Yonkers-on-Hudson, New York, and Chicago: World Book Company.

This is an important departure in the making of school books for the youngest pupils. We are emerging from the pedagogical stage when the chief purpose of a Primer and First Reader was to have children read words, the special "lists" of words, which was simply the expansion of the old a-b-c method.

"The Singing Farmer" has the youngest readers in country schools read about the farm and the farmers. It is equally important that the city children should read about the animals in the country and the products of the field and garden. There is nothing raised on the farm that is not exhibited in the city market. It is genuinely educational for the city child at six years of age to know everything that he reads about and sees attractively illustrated in "The Singing Farmer."

Beyond that it is highly important that children in country and city should read of farm life as a joyful, singing life. There is no child of six or seven who should not read this book for the spirit of it, and the new education insists that children should get the spirit of a First Reader as well as the "list" of words and the psychological eye-span.

GEOGRAPHIC INFLUENCES IN OLD TESTAMENT MASTERPIECES. By Laura H. Wild, Lake Erie College, Painesville, Ohio. Cloth. 182 pages. Beautifully illustrated. Boston: Ginn and Company.

This is really a very wonderful book religiously and educationally. It is not an attempt to teach the geography or history of Palestine, but rather to give illustrations of how Old Testament literature is interpreted through the geography, history, botany, and zoology of the land in which it was written. There is no better way to impress these great facts upon our minds than to connect them with the poetic outbursts they have inspired in great authors, and nowhere did nature seem to have a more impressive effect upon the mind of man than in Palestine.

ECONOMIC LIFE AND THE CURRICULUM. By Henry Harap, Ph.D., Cleveland School of Education. Cloth. 185 pages. New York: The Macmillan Company.

The charm of this modest treatment of a great subject is the captivating way in which he creates and quotes sentences not likely to be forgotten. We can render no better service to the reader or author than to quote a few of these terse, catchy sentences: "The goal of education is the well doing of everything that needs to be done. . . . The great mass of people are being cajoled into habits of living by mass, color, form and less verbal appeals. . . . Economic activity is justified only on the ground that it produces the goods which society needs. . . . Instinctive conduct writ large dominates economic life. . . .The foundations of democracy are the daily habits of home and community life. . . . We must promote the well doing of everything that needs to be done."

GRINS BETWEEN GRINDS

The Boss Gives Orders

Professor—"See here, my man, who in the devil told you to plant all that new shrubbery in my front yard?"

Gardener—"Why, your wife, of course."

Professor—"Mighty pretty, isn't it?"

—Wabash Caveman.

Unnecessary

Teacher—"Where is your pen wiper today?"

Bobby—"Oh, I'm wearing my black suit."—Capper's Weekly.

Desperate

First Shop Girl—"This job's sure a tough graft. I need a rest, that's what I need."

Second Shop Girl—"Yeah, so do I. I tell you what, Mazie, I've just about made up my mind to get married for a while."—Life.

Association

Professor of Psychology—"What do you associate with the word 'mutton'?"

Pupil—"Jeff."—Outlook.

To the Point

The teacher was giving the kindergarten class a lesson in natural history. Turning to one small tot, she inquired: "What do elephants have that no other animals have?"

"Little elephants," was the surprising reply —Weekly Scotsman.

Or Postponed

"I wants to be procrastinated at de next corner," said Uncle Rastus to the street car conductor.

"You want to be—what?"

"Look in de dictionary, sah! 'Procrastinate, to put off.' Dat's what I mean."—Jabberwock.

Always a Hit

Buddy Hunter, an eight-year-old, came home one day from a visit to his grandmother.

"Mother," he inquired, "do you know why they call them 'grand' mothers?"

Mother proceeded to explain the relationship, but she only got about halfway through when Buddy interrupted with:—

"Nope, that's not the reason. It's because they are grander to little boys than mothers are."

Quick Action

"Did you get much out of college?" someone asked of the boy who'd been expelled in his freshman year.

"I don't know about the volume," replied the youth, "but the velocity was something great."

Clock Always With Him

Donald (coming in from play)—"Mummie, isn't it tea time yet?"

Mother—"Good gracious, no. It's only just 3 o'clock."

Donald (thoughtfully)—"Then my appetite's a bit fast."—Stray Stories.

What Price Zyzzle?

"What were Webster's last words?"

"Zymosis, zymotic, zymurgy."

—Pennsylvania Punch Bowl.

Very Low

Friend (visiting hospital patient)—"Do you know, old man, that's a swell-looking nurse you've got!"

Patient—"I hadn't noticed."

"Good Lord—I had no idea you were so sick!"

Exceedingly Cautious

"Our minister is so good that he won't even perform a marriage ceremony."

"What's that got to do with his being good?"

"He says his conscience won't let him participate in any games of chance."—Stray Stories.

Two of a Kind

"Do you know," said the successful merchant, pompously, "that I began life as a barefoot boy?"

"Well," said the clerk, "I wasn't born with shoes on, either."—Retail Furniture Selling.

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BY BERTHA B. AND ERNEST COBB

THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

A Problem in Human Geography

The Mississippi flood, described as "the greatest calamity that has befallen America since the white man came," has been graphically described, and its corrective and preventive measures suggested in two articles by Dr. J. Russell Smith, Professor of Economic Geography at Columbia University.

The John C. Winston Company has reprinted from Survey Graphic these two articles, entitled "Plan or Perish," and "Wealth from Mississippi Mud," in an attractive brochure, which they offer to supply, without charge, to geography teachers, principals and superintendents, and teachers' training schools.

These Mississippi flood articles provide excellent material for the teacher using the problem method, and they will undoubtedly find a ready acceptance.

Stimulating Reading

To enlarge the reading horizon of children of the state, Oregon Children's Book League has been organized by the state superintendent of schools and the state library. The league at present is limited to one-room rural schools, but will be gradually extended to all elementary grades. A state superintendent's certificate will be awarded the child who reads one suitable book from designated lists each month of the school year. The scheme includes the awarding of other certificates and seals for definite reading. Of the 1,613 one-room rural schools in the state, 316 are served by county libraries.

Visual Education in Detroit

Films were used in 76 elementary schools, 9 intermediate schools, and 7 high schools in Detroit, Mich., as part of the visual-education work during the school year 1926-27. Three thousand miles of educational films were used, 70 reels were added to the library, and 2,000,000 feet of films were inspected by the department of visual education. During the year 50 motion-picture screens, 10 luminex screens, 10 opaque projectors, and 40 stereopticons were purchased and installed. Slides to the number of 130,000 from the department library were used in the schools.

Standing Committees Vanish

Boards of education in many places have entirely abolished standing committees or have materially reduced the number of such committees, according to W. S. Deffenbaugh, chief of city schools division of the Bureau of Edu-

cation. Of 25 cities of 100,000 or more population reporting to the bureau in 1917 and in 1927, 11 have in that time reduced the number of committees, and 9 have abolished them entirely or constituted the board as a committee of the whole. The average number of standing committees in the 25 cities was 6.5 in 1917, and 3.5 in 1927. Of 43 cities of 100,000 or more population reporting in 1917, only 3 did not have such committees; of 55 cities of this size reporting in 1927, 21 have no standing committees.

Teachers Seek Improvement

Of 845,000 teachers, principals, supervisors and administrative officers in public elementary and secondary schools of the United States in 1926-27, 377,462 were enrolled in summer schools during the past summer, according to figures recently compiled by the National Education Association. Of these, 247,227, or 29.2 per cent. of the total number of school men and women of the country, were enrolled in teacher training or education courses. The largest proportion enrolled from any one state was 62.5 per cent. from Colorado; Alabama came next, with an enrollment of 56.2 per cent.; Oklahoma stood third, with 45.4 per cent., and Tennessee fourth, with 42.5 per cent. of the teachers of the state enrolled in courses for professional improvement.

Inspecting Alaskan Schools

Vorstander Bugge, principal of the seminarium at Godthaab, Greenland, will study at first-hand the schools for natives of Alaska administered by the United States Bureau of Education. The itinerary of Mr. Bugge was planned by Dr. J. E. Church, Jr., a member of the recent Hobbs Greenland expedition, in co-operation with Bureau of Education officers. It will take him as far north as Nenana, down the Yukon River to Golovin Sound, thence to Nome, and if time permits to Kotzebue and Barrow, returning by way of Little Diomede, Nome, and St. Lawrence Island to Seattle.

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